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ABSTRACT

This document reports on the Child Development/Day Care Resources Project. Project objectives are: (1) To develop a set of handbooks that describe the features common to good child development and education programs for use in day care, and include effective curriculum models from current practice; (2) To develop a set of principles that can serve as a useful guideline to the operation of day care programs; (3) To develop an additional set of handbooks that deal with Day Care Administration, Parent Involvement, Health Services, and Training, and (4) To modify current resources in child development, early education, and day care in order to improve existing programs. The project operated under the joint efforts of two organizations. Under the leadership of the Project Director, an Advisory Committee helped to lay the groundwork for the attainment of project objectives through a series of preworkshop, summer workshop, and postworkshop activities. Results of the project include the preparation of a series of handbooks for various facets of day care operation, the collation of information about current program models, and the development of 65 resource materials. Operational recommendations include: (1) Budget adequately; (2)Develop a comprehensive master plan; (3) Manage the components carefully; (4) Have a multidisciplinary approach; and (5) Integrate the components into a whole. Action recommendations include: (1) Provide adequate funds for the development of high-quality school age day care programs; and (2) Provide the necessary funds for developing materials that deal with ethnic identify and cultural heritage. (CK)

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FINAL REPORT

CHILD DEVELOPMENT/DAY CARE RESOURCES PROJECT

OFFICE OF CHILD DEVELOPMENT

OFFICE OF ECONOMIC OPPORTUNITY

Grant #H-9708

PS 005401

Research for Better Schools, Inc.
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ACKNOWLEDGEMENTS

Without funding by the Office of Economic Opportunity and the Office of Child Development (Grant #H-9708), the entire Child Development/Day Care Resources Project would clearly have been impossible. For financing this undertaking as well as for the leadership and help they generously offered, I would like to express my sincere appreciation. In particular, I wish to thank Dr. Edward Zigler, Director of the Office of Child Development, for the role he played in providing the project with the resources necessary to accomplish a large number of very difficult assignments in so brief a period of time. The nature and scope of these tasks, and the time framework within which they were achieved, will be spelled out in detail in the pages that follow.

Because of the size and complexity of the undertaking, the number of people who were in one way or another directly involved with the venture was vast, to say the least. In many instances, space obviously precludes individual acknowledgements. However, I would like to take this opportunity to formally thank the more than 200 participating consultants from all over the nation who admirably represented the concerns and interests of academicians, practitioners, and parents alike. Without their many contributions - in time and expertise - this project could not possibly have been carried through to a successful conclusion.

I would like to pay similar tribute to the members of the Advisory Committee, who offered guidance to the overall project effort: Dr. Barbara Biber, Dr. Urie Bronfenbrenner, Dr. John Davis, Mr. Luis Diaz DeLeon, Dr. John Dill, Mr. Malcolm Host, Mr. Kenneth Johnson, Dr. Jerome Kagan, Dr. Alfred Kahn, Dr. William Kessen, Dr. Arthur Littleton, Dr. John Mays, Dr. Francis Palmer, Mrs. Rose Porter, Mrs. Mildred Reed, Dr. Julius

Richmond, Mrs. Kathleen Roderick, Mr. Charles Tate, Mr. Thomas Taylor, and Dr. Frank Westheimer.

No statement of acknowledgements would be complete without indication being made of the important role that was played by the Airlie House Workshop, held during the summer of 1970 in Warrenton, Virginia. The work undertaken and achieved there provided a major thrust toward the attainment of many of the project objectives, and was of invaluable assistance in establishing guidelines and direction. Leadership of the Workshop was provided by committee chairmen made up of a group of experts, each of whom was responsible for a major developmental area in day care: Dr. Urie Bronfenbrenner (General Principles); Drs. Dorothy Huntington and Sally Provence (Infancy); Mr. Thomas Taylor (Preschool); Mr. Malcolm Host (School Age); Dr. Laura Dittmann (Training), and Mrs. Marjorie Grosett (Minority/Parent Issues). As far as the Workshop participants and the non-Workshop reviewers are concerned, a full list of their names appears in Appendix A, and their individual contributions are acknowledged in the appropriate publication.

Due recognition should also be paid to a number of individuals active in the field of early education and child care who received subcontracts to modify or develop resource materials for use in day care programs. Their names and specific contributions are listed in the bibliography, Appendix B.

A final word. The day-to-day functioning of a project of this magnitude inevitably involves the cooperative efforts of a staff whose role is anonymous, often thankless, and not very glamorous. In fact, it is extremely hard work which requires personal sacrifice and commitment - in this case to the goal of helping the nation's children achieve maximum growth and development. The New York staff not only dedicated a year of their lives to completing all of the interrelated tasks which finally comprise

this project, but to achieving this work against a background of almost relentless time pressure. In this regard, I would like to single out Sueann Ambron, Associate Project Director, who deserves a large measure of credit for her consistently useful contributions throughout all phases of the operation. My gratitude is extended as well to Dr. James Becker and his staff at Research for Better Schools, Inc. for having supplied much of the managerial talent to execute this project.

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I - INTRODUCTION

One of the problems with large-scale federal programs is that they often appear full-blown without the necessary background work having taken place. In the human resources area, the results of such a lack of preparation can be disastrous - not only in terms of wasting funds, but, more important, of failing to mount good programs for social betterment. Taking Head Start as an example, it is easy to see in retrospect that a better program would have been inaugurated in 1965 if more careful planning had been done prior to the appropriation of operational funds. Unfortunately, the end result of inadequate preparation can be that many potentially good human resource programs go through a fatal three-stage cycle: (1) they are started too hastily, and so do not rest on solid foundations; (2) subsequent evaluations reveal - sometimes too late - that they are seriously lacking in a number of important respects, and (3) as a consequence, the nation becomes disillusioned, and the programs lose the crucial support of the Federal Government.

Recognizing that day care would probably expand at a very rapid rate during the present decade, the Office of Economic Opportunity and the Office of Child Development in June 1970 agreed to fund a project with the avowed purpose of summarizing everything known about how to provide good day care services for children of all ages. The rationale for this decision was a desire to avoid the launching of yet another huge federal program in the human resources area in which the necessary previous steps in planning and preparation had not been satisfactorily worked out. In fact, as early as August 1969, the original impetus for what was eventually to become this jointly-backed venture was given by the Education Committee of the President's Science Advisory Committee in a recommendation to the White House that the above type of undertaking be car-

ried out on a relatively small scale. Additional impetus was supplied by the fact that several pieces of federal legislation were pending which, if passed, would provide millions of dollars for day care programs. The one thing lacking was the availability of child development and day care resources to ensure that program operators could take advantage of current knowledge before day care expanded nationally.

The Child Development/Day Care Resources Project represented a major step by the Federal Government to ensure this. The government's aim in funding the project was twofold: (1) to use non-federal talent in developing a series of materials demonstrating quality day care programs, and (2) make them available to those persons affected by a rapid expansion of day care in the United States.

II - OBJECTIVES OF THE PROJECT

The Child Development/Day Care Resources Project had the following objectives:

1. To develop a statement of principles that can serve as a useful guideline to the operation of day care programs;
2. To develop a set of handbooks that describe the features common to good child development and education programs for use in day care, and include effective curriculum models from current practice;
3. To develop an additional set of handbooks that deal with Day Care Administration, Parent Involvement, Health Services, and Training, and
4. To modify current resources in child development, early education, and day care in order to help improve existing programs and to aid in the spread of good day care services throughout the nation.

III - ORGANIZATION AND OPERATING PROCEDURES

The organizational structure for the operation of the grant project included the following: Research for Better Schools, Inc.; an Advisory Committee; and the Child Development/Day Care Resources Project, New York office.

Research for Better Schools, Inc. was responsible for the fiscal concerns of the project as well as for the managerial logistics of the summer Workshop. Specifically, RBS provided technical assistance in supplying a series of clear and well-defined job specifications for positions to be filled by consultants who would be utilized during the summer Workshop.

An Advisory Committee, each member an expert in some facet of child development or day care, was created to provide guidance during the first three months of the project. Under the leadership of the Project Director, it helped to lay the groundwork for the attainment of project objectives through a series of preworkshop, summer workshop, and postworkshop activities.

In addition to periodic meetings, three general sessions were held:

1. A brief preworkshop session in June 1970 to orient participants of the Workshop and to assign them advanced work;
2. A 10-day Workshop held at Airlie House, Warrenton, Virginia in July, the purpose of which was to lay the basis for the publication of a Statement of Principles in addition to day care handbooks on Training, Infancy, Preschool, and School Age children, and
3. A series of small-group sessions with nonworkshop participants in order to evaluate the results and output of the Workshop.

The New York office, under the leadership of Project Director, Dr. Ronald K. Parker, was responsible for instituting, coordinating, and completing over 30 tasks directly related to the project's objectives. Specifically, it was expected not only to coordinate all work on additional handbooks and day care resource material to be done on a subcontractual basis, but also to complete such phases of the overall project as implementing, rewriting, and editing the various publications produced by the Airlie House Workshop.

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IV - RESULTS OF THE PROJECT[1]

In only 11 months, from the time of the project's inception to the day of its completion, every objective was met - the preparation of a series of handbooks for various facets of day care operation, the collation of information about current program models for use in day care, and the development of a large number of resource materials. In all, over 65 products were produced - an impressive figure even if time pressures were to be discounted.

The breakdown that follows will provide a clearer idea of the scope of the project. Each publication or resource materials is itemized, and a brief outline given of the subject matter it covers.[2]

A. Principles Statement

A Statement of Principles was the first publication of the project. Appearing in November 1970, it was prepared under the chairmanship of Dr. Urie Bronfenbrenner for presentation to the White House Conference on Children which was held that December. The material in the document can be summarized as follows:

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[1]The original material cited in this section should be considered as the critical part of this final report. Copies of these materials have already been sent to the Office of Economic Opportunity and the Office of Child Development.

[2]A list of all materials appearing in this section can be found in Appendix B. The list includes not only the title of the product, but the name and address of the person or persons who developed it.

Contents

The Basic Needs of the Child (Health and Nutrition; Security; Freedom; Structure; Compassion; Developmental Differences; Challenge)

The Implications of Needs for Programming (Knowledge of Child Development; Comprehensiveness; Health Care; Cognitive Development; Esteem for Self and Others; Freedom within Structure; Identification of Children with Special Problems; Importance of Parental Involvement; Importance of Familiar People; Role of Older Children in the Development of the Young; Programs Appropriate to Older Children; Family Day Care Programs)

Economic and Social Change (Child Development Services as a Right; Day Care and the Industrial World; Continuity with the Child's Cultural Background; Program Control; The Role of the Community; Day Care as a Social Institution)

Administration (The "Open" Day Care Setting; Diversity in Programs; Coordination; Physical Facilities and Equipment; Selection of Personnel; Training)

B. Handbooks

Seven handbooks were written to help program operators provide high quality day care. The handbooks are currently being published by the Office of Child Development through the facilities of the U.S. Government Printing Office.

Three of the handbooks were on the subject of Child Development and dealt, respectively, with the fields of Infancy, Preschool, and School Age. In addition to their content materials, each of these publications included a special section listing a number of profiles on effective program models that can either be adopted in their entirety or else adapted by day care operators to local needs. The general information that was covered in these profiles can be summarized

under the following major categories: Program Orientation; Population; Parent Involvement; Staffing; Curriculum Details; Sample Activity or Lesson; Reference. (Note: Where adequate written materials were available, the profiles were scrupulously broken down into the separate categories indicated above. In instances where source material was more limited, the breakdown was not as complete. However, more or less the same information was covered, though in a less structured format.) The three handbooks are:

1. Child Development and Education Handbook: Infancy. Parker, Ronald K., Dorothy S. Huntington and Sally Provence (Eds.).

   Contents

   Guiding Principles (Principles of Early Child Care; Developmental Needs; Program Cautions)

   Organizing a Day Care Center (Principles of Day Care Programs; Administrative Planning; Program Planning)

   Daily Planning for Infants (Arrival; Health; Feeding and Eating; Toileting; Rest, Solitude, Peace; Play, Toys, and Creative Activities; Television in the Daily Program; Record-Keeping; Visitors; Departure)

   Examples of Programs (Full-Day Programs; Part-Day Programs; Sources of Infant Activities)

   Activities for Infants (Cognition; Language; Gross Motor; Fine Motor; Self-Awareness; Social Responsiveness and Mastery)

   Appendix A: Information Sources on Child Care and Child Development

   Appendix B: Suggested Equipment and Supplies for Infant-Toddler Centers

   Appendix C: Commercially Available Toys and Books.

The Infancy Handbook presented profiles on six ongoing programs. These included:

Caldwell, Bettye. Center for Early Development and Education. College of Education, University of Arkansas, 814 Sherman Street, Little Rock, Arkansas 72202

Gordon, Ira. Parent Education Program. Institute for Development of Human Resources, College of Education, University of Florida, Gainesville, Florida 32601

Karnes, Merle B. Educational Intervention at Home by Mothers of Infants. Institute for Research on Exceptional Children, Department of Special Education, 403 East Healey Street, Champaign, Illinois 61820

Lally, J. Ronald. The Children's Center. 100 Walnut Place, Syracuse University, Syracuse, New York 13210

Levenstein, Phyllis. Mother-Child Home Program. Mother-Child Home Program, 30 Albany Avenue, Freeport, New York 11520

Weikart, David P. Ypsilanti-Carnegie Infant Education Project. High/Scope Educational Research Foundation, 125 N. Huron, Ypsilanti, Michigan 48197.

2. Child Development and Education Handbook: Preschool. Parker, Ronald K. and Sueann R. Ambron (Eds.). Vols. I & II.

Vol. I - Contents

Development and Behavior of the Preschool Child (Language Development; Aspects of Intellectual Development, Children's Thinking, and Creativity; Children's Play; Physical and Motor Skill Development; Aspects of Personal-Social Development; A Conceptual Overview)

Organizational Considerations and Procedures (Differences Among Families, Children, and Staff; Planning by Staff; Scheduling Procedures; Staff Roles and Training; Introduction of New Ideas and Information; The Physical Environment; The Role of Parents)

Curriculum Considerations (Curriculum Scope; Curriculum Objectives; Curriculum Monitoring; Curriculum Structure; Sequencing of the Curriculum; Continuity, Stability and Tempo of Learning Experiences; A Responsive Environment; Review of the Curriculum; Curricular Follow-Through)

Teaching-Learning Considerations (Staff Attitudes; Individualization of Curriculum Components; Types of Learning Experiences; Methods to Promote the Teaching-Learning Interaction; Working with Groups; Parent Involvement).

Vol. II - Contents

Program Scope Index

Program Evaluation Scales

Full-Day Child Care Programs

Preschool Educational Component Programs

Commercial Resources and Materials

Appendix A: Sources of Information

Appendix B: Other Full-Day Care Programs.

The Preschool Handbook (Vol. II) presented profiles on 3 full-day care and 38 preschool educational component programs, all designed for use in day care settings. In addition, there is a brief discussion in Appendix B of the most notable features of 27 other full-day child care centers - 20 selected by ABT Associates of Cambridge, Massachusetts, and 7 reviewed by the Preschool Committee of the Child Development/Day Care Resources Project. A full list of these programs follows in the order listed above:

Full-Day Programs

Caldwell, Bettye. Center for Early Development and Education. College of Education, University of Arkansas, 814 Sherman Street, Little Rock, Arkansas 72202

Gilkeson, Elizabeth. The Early Childhood and Family Resources Center. 524 West 42nd Street, New York, New York 10036

Whitney, David. UEC-Educational Day Care Systems. 1501 Broadway, New York, New York 10036.

Educational Components

Adkins, Dorothy. University of Hawaii Preschool Language Curriculum. (a) Center for Research in Early Childhood Education, 1776 University Avenue, University of Hawaii, Honolulu, Hawaii 96822

Adkins, Dorothy. University of Hawaii Preschool Mathematics Curriculum. (b) Center for Research in Early Childhood Education, 1776 University Avenue, University of Hawaii, Honolulu, Hawaii 96822

Alford, Roy. Appalachian Preschool Education Program. Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, West Virginia 25325

Armington, David. Education Development Center. 55 Chapel Street, Newton, Massachusetts 02160

Becker, Wesley. Englemann-Becker Program. Follow Through Project, University of Oregon, Eugene, Oregon 97403

Boger, Robert. Classification and Attention Training Program for Preschool Children. (a) Institute for Family and Child Research, Home Management House - Unit 3, Michigan State University, East Lansing, Michigan 48823

Boger, Robert. Parents Are Teachers Too Program. (b) Institute for Family and Child Research, Home Management House - Unit 3, Michigan State University, East Lansing, Michigan 48823

Bogin, Nancy. Experimental Prekindergarten and Demonstration Center at New Rochelle. City School District, Washington School, 60 Union Avenue, New Rochelle, New York 10801

Catlette, Naomi. San Felipe Kindergarten. San Felipe School, Southern Pueblo Agency, San Felipe, Algondones, New Mexico 87001

Coffman, Alice. Personalized Programming of Prekindergarten Children. Early Education Center, University City Public Schools, 725 Kingsland Avenue, University City, Missouri 63130

Deutsch, Martin. Institute for Developmental Studies (IDS). New York University, School of Education, 239 Green Street, Third Floor, Washington Square, New York, New York 10003

Gray, Susan. The Demonstration and Research Center for Early Education (DARCEE). John F. Kennedy Center for Research on Education and Human Development, Box 151, George Peabody College for Teachers, Nashville, Tennessee 37203

Harms, Thelma. Harold E. Jones Child Study Center. Institute of Human Development, University of California, 2425 Atherton Street, Berkeley, California 94704

Harris, Florence. Developmental Psychology Laboratory Preschool. Developmental Psychology Laboratory, University of Washington, Seattle, Washington 98105

Henderson, Ronald. Tucson Early Education Model. Arizona Center for Early Childhood Education, 1515 East 1st Street, Tucson, Arizona 85719

Hodges, Walter. The Behavior Oriented Prescriptive Teaching Approach. Early Childhood Education, Georgia State University, 33 Gilmer Street, Atlanta, Georgia 30303

Kamii, Constance. Ypsilanti Early Education Program. Ypsilanti Public Schools, 1885 Packard Road, Ypsilanti, Michigan 48197

Karnes, Merle. Karnes' Ameliorative Preschool Program. Institute for Research on Exceptional Children, Department of Special Education, University of Illinois, 403 East Healey Street, Champaign, Illinois 61820

Lane, Mary. Cross-Cultural Family Center. Nurseries in Cross-Cultural Education, San Francisco State College, 1600 Holloway Avenue, San Francisco, California 94132

McKillip, William. Early Mathematical Learning Project. Department of Mathematical Education, College of Education, University of Georgia, Athens, Georgia 30601

Meyer, William. Center for Research and Development in Early Childhood Education. Psychology Department, 311 Huntington Hall, Syracuse University, Syracuse, New York 13210

Monson, Cleo. Montessori Program. American Montessori Society, 175 Fifth Avenue, New York, New York 10010

Nedler, Shari. Early Childhood Education Learning System. Southwest Educational Development Laboratory (SEDL), 800 Brazos Street, Austin, Texas 78701

Nimnicht, Glen P. Parent/Child Toy Lending Library. (a) Far West Laboratory for Educational Research and Development, Claremont Hotel, 1 Garden Circle, Berkeley, California 94705

Nimnicht, Glen P. The Responsive Program. (b) Far West Laboratory for Educational Research and Development, Claremont Hotel, 1 Garden Circle, Berkeley, California 94705

O'Hare, Robert. Southwest Regional Laboratory for Educational Research and Development. 11300 La Cienega Boulevard, Inglewood, California 90304

Palmer, Edward. "Sesame Street." Children's Television Workshop, 1865 Broadway, New York, New York 10023

Palmer, Francis. Concept Training for Two to Five Year Olds. Educational Research and Development, State University of New York at Stony Brook, Stony Brook, New York 11790

Reeback, Robert. Oral Language Program. Southwestern Cooperative Educational Laboratory, 117 Richmond Drive N.E., Albuquerque, New Mexico 87106

Resnick, Lauren. The Primary Education Project (PEP). 208 M.I. Building, Learning Research and Development Center, University of Pittsburgh, Pittsburgh, Pennsylvania 15213

Robison, Helen. Project Child. Bernard M. Baruch College, City University of New York, 17 Lexington Avenue, New York, New York 10010

Spaulding, Robert. The Durham Education Improvement Project (EIP). Institute for Child Development and Family Studies, School of Education, San Jose State College, San Jose, California 95114

Sprigle, Herbert. The Learning to Learn Program. Learning to Learn School, Inc., 1936 San Marco Boulevard, Jacksonville, Florida 32207

Stern, Carolyn. Preschool Language Project. Early Childhood Research Center, University of California, 1063 Gayley Avenue, Los Angeles, California 90024

Weikart, David. Cognitively Oriented Curriculum. (a) High/Scope Educational Research Foundation, 125 N. Huron, Ypsilanti, Michigan 48197

Weikart, David. Preschool Intervention Home Teaching. (b) High/Scope Educational Research Foundation, 125 N. Huron, Ypsilanti, Michigan 48197

Whitney, David. Discovery Program. (b) UEC - Educational Day-Care Systems, 1501 Broadway, New York, New York 10036

Woolman, Myron. The Micro-Social Classroom. 201 Park Avenue, Vineland, New Jersey 08360.

ABT Day Care Programs

The Amalgamated Child and Day Care Health Center, 323 South Ashland Boulevard, Chicago, Illinois 60607

American Child Care Center, Inc., Woodmont Center, 2001 Woodmont Boulevard, Nashville, Tennessee 37215

Berkeley Unified School District, Early Childhood Education Children's Centers, 2031 Sixth Street, Berkeley, California 94700

Casper Day Care Center, Inc., 804 South Wolcott Street, Casper, Wyoming 82601

Central City Headstart Day Care Program, 615 South Third Street East, Room 68, Salt Lake City, Utah 84100

Child Development Day Care Centers, Department of Social Services, 427 West Fourth Street, Charlotte, North Carolina 28200

Ecumenical Institute, Fifth City Project Center, 344 West Congress Parkway, Chicago, Illinois 60624

Family Development Career Program, 349 Broadway, New York, New York 10013

Georgetown University Hospital Council Day Care Centers, Inc., 3800 Reservoir Road, N.W., Washington, D.C. 20007

Greeley Parent Child Center, 925 B Street, Greeley, Colorado 80631

Haight-Asbury Children's Centers, Inc., 1101 Masonic Avenue, San Francisco, California 94100

Holland Day Care, Inc., 77 West 11 Street, Holland, Michigan 49423

Neighborhood Centers Day Care Association, 9 Chelsea Place, Houston, Texas 77006

Northwest Rural Opportunities, 110 North Second Street, Pasco, Washington 99301

Roxbury Dorchester Mothers' Club Day Care Center, (AVCO Day Care Center), 188 Geneva Avenue, Dorchester, Massachusetts 02121

Rural Child Care Project, Kentucky Child Welfare Research Foundation, Inc., 314 West Main Street, Frankfort, Kentucky 40601

Springfield Day Care Corporation, 103 Williams Street, Springfield, Massachusetts 01100

Syracuse University Children's Center, 100 Walnut Street, Syracuse, New York 13210

UTE Indian Day Care Center, P.O. Box 81, Fort Duchesne, Utah 84026

West 80th Street Day Care Center, 458 Columbus Avenue, New York, New York 10024.

Preschool Committee Surveyed Day Care Programs

Department of Labor Day Care Center, 14th & Independence Avenue, S.W., Washington, D.C. 20000

Hall Neighborhood House, 52 Green Street, Bridgeport, Connecticut 06608

KLH Child Development Center, Inc., 38 Landsdowne Street, Cambridge, Massachusetts 02139

National Capital Area (14 Centers), Child Day Care Association, Inc., 1020 Third Street N.W., Washington, D.C. 20001

New York City Group Day Care Program (120 Group Care Centers), Day Care Council of New York, 114 East 32nd Street, New York, New York 10016

Seattle Day Nursery Association (4 Centers), 302 Broadway, Seattle, Washington 98122

Twin Cities Area Child Care Center, Inc., 636 Pipestone, Benton Harbor, Michigan 49022

3. Child Development Handbook: School Age. Parker, Ronald K. and Malcolm S. Host (Eds.). Vols. I & II.

Vol. I - Contents

The School Age Child (Specialization; Intellectual Development)

Common Elements of Good Programs for School Age Children (Flexibility in Policy Formation and Implementation; Development of Positive Self-Image; Career Development; Education, Social, and Health Services; Nutrition)

Programs for School-Age Children (Group; Family; In-Home)

Program Examples

Appendix A: Sources of Information

Vol. II - Contents

Appendix B: A School Age Day Care Activity Program for Five- to Ten-Year-Old Children

Appendix C: Work-Oriented Day Care for School-Age Children.

Though the School Age Handbook offered profiles on five programs, only two of them (in Vol. II) were developed in any length or detail. The other three, which are skeletal in nature - i.e., either they do not have available written materials or there are no complete curriculum descriptions in publishable form - were included nonetheless to offer the reader a general idea of current programs for school-age children. In short, this paucity of material presented a problem which could only partially be resolved, since the mandate of the project was to describe the best

programs currently operating, not to create or develop program models. (This point will be elaborated upon later in the section called "Recommendations.")

The five programs are as follows:

Hosley, Eleanor, M. Day Nursery Association of Cleveland. 2084 Cornell Road, Cleveland, Ohio 44106

Kalmans, Miriam. Neighborhood Center-Day Care Association. 9 Chelsea Place, Houston, Texas 77006

Neubauer, Edythe. Day Care Services for Children, Inc. Children's Day Care Center Volunteers of America, 3030 W. Highland Boulevard, Milwaukee, Wisconsin 53212

Van der Does, William. Women's League, Inc. Day Care Center. 1695 Main Street, Hartford, Connecticut 06120

Zavitkovsky, Docia C. Santa Monica Children's Center. Santa Monica Unified School District, 1532 California, Santa Monica, California 90403.

The remaining four day care handbooks were on the subjects of Training, Administration, Parent Involvement, and Health. They include:

4. Child Development Handbook: Training. Parker, Ronald K. and Laura Dittmann (Eds.).

Contents

Introduction

Careers in Child Care (Basic Information for Those Working with Children; Selection of Child Care Workers; Special Considerations for Recruiting Staff and Volunteers to Work with Children from Minority Groups; Criteria for Selecting Administrators)

The Training Process (Approaches to Instruction; How People Learn)

Description of Some Training Programs

Bibliography and Resource Materials.

5. Creative Administration: Key to Successful Day Care. Host, Malcolm S. and Pearl B. Heller (Eds.).

Contents

Organizing Day Care Services (Starting a Day Care Program; The Board of Directors; The Staff)

Components of Day Care Services (Purpose, Objectives, and Evaluation of Day Care Programs; Health and Medical Program; Environmental Safety; Social and Psychological Services; Parent Involvement; Volunteers; Family Day Care)

Business Management of Day Care Services (Fees for Day Care Service; Budget Development and Administration; Payroll Management; Purchasing and Distributing Services; Other Desirable Managerial Practices).

6. Parent Participation in Preschool Day Care: Principles and Programs. Hoffman, David, Janet Jordan, Beth Moore and Florence McCormick (Eds.).

Contents

Parent Participation (General Principles; Need for Options; Opportunities for Self-Development; Role for Fathers)

Sample Programs and Their Highlights

References

Appendix A: Concerns of Parents

Appendix B: Abstracts of Preschool Programs

Appendix C: Addresses of Programs and Major Investigators

Appendix D: Questionnaire to Obtain Information from Programs Incorporating Parent Participation.

7. Health Services in Day Care: A Guide for Project Directors and Health Personnel. North, A. Frederick Jr. (Ed.).

Contents

Administrative Considerations (The Health Service Director; Planning; Utilization of Community Funds and Services; Health Supervision of Children; Record Keeping; Budgeting; Diversity, Decentralization, and Innovation; Self-Evaluation)

Professional Considerations - Medical (Acquiring Medical Data; Screening Tests; Medical Examination; Treatment of Medical Defects; Preventive Measures; Medical Policies; Mental Health Services; Speech, Hearing, and Language Services)

The Dental Program (Goals; The Importance of Dental Care; Content of the Dental Examination Program; Administration)

Appendix A: Individual Health Records

Appendix B: Health Bookkeeping System

Appendix C: Cardiac Murmurs.

C. Day Care Resources[3]

More than two dozen monographs, books, manuals, and/or curricula were developed to meet the fourth objective of the project:

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[3]The developers of the resources cited below received either total or partial support from this project. In addition, each of them had the responsibility for placing his materials with a commercial publisher as soon as was feasible.

namely, "to modify current resources in child development, early education, and day care in order to improve existing programs and to aid in the spread of good day care services throughout the nation."

Day care resources may be classified into three areas: (1) training and staff development, (2) day care programs and curricula, and (3) day care resource materials.

1. Training and Staff Development (General; Infancy; Preschool; Family Day Care)

   a. General

      (1) Frank Kovacs was commissioned to expand the previously-mentioned Parker & Dittmann Training Handbook entitled A Training Manual, it deals with its subject matter in the following three developmental stages:

      Contents

      Pre-Planning (Operating Premises)

      Implementation (Analysis of Need for Child-Care Services; Administrative Planning; Decision on Type of Services; Program Selection)

      Training Program (Design: Implementation of Pre- and In-Service Training for Infancy, Preschool and School Age Day Care).

   b. Infancy

      (1) Irving Lazar received funds to complete a lengthy manual which had been written in draft form prior to the inception of this project. Appearing under the title of An Infant Care Training Manual, it includes the information indicated below:

Contents

Parenthood in Poverty (Adolescent Pregnancy, Environmental Influence in the Prenatal Period; Family Planning; Genetic Counseling)

An Overview of the First Three Years of Life (The Newborn; The Infant; The Toddler; Children with Special Needs)

The Optimal Development of the Child (Existing Barriers; Assistance to Families; Attempts to Provide Service; Requirements of a Model Child Care Program)

Operational Programs for Infants and Small Children (Programs in the U.S.; Three Programs in Other Countries; Education for Effective Parenthood; Using Programs Effectively)

Program Design (Standards for Child Care; Organization of Daily Activity; Space and Equipment; Parental Involvement; Techniques for Working with Families; Community Resources)

Selecting a Staff (Personal Characteristics; Selection Procedures; An Example of a Training Program; Parents as Members of the Staff; Volunteers; Program Design and Training)

Staff Relationships (Implications for the Program)

Instructional Methods (The Trainer-Supervisor; Length of Training; Group Meetings; Practice and Field Work; Methods; Reinforcement as an Instructional Technique)

Training Materials

Assessing the Effectiveness of Training.

(2) Alice S. Honig and J. Ronald Lally developed a manual which capitalized on the work done both in the Parker, Huntington, and Provence Infancy Handbook and in Lazar's Infant Care Training Manual. The unique contribution of the

Honig-Lally publication, entitled Infancy Caregiving: A Training Handbook, is that it offers infant caregivers a single theoretical framework (Piagetian) within which to operate. Briefly stated, it covers the following subjects:

Contents

Developing a Healthy Personality

The Young Infant and How He Grows: Nutrition

Large Muscle Skills

Pick-up and Handling Skills

Sense Experience

Infant Language Lessons

Understanding Piaget

Living Space, Furnishing, and Routines

Topics Often Forgotten

What We Know and Where to Go.

c. Preschool

(1) Ronald K. Parker edited a series of over 70 booklets to be used in day care and staff development programs. The series as a whole appears under the title of Day Care Staff Development and Training Program. A list of the individual authors and the titles of their booklets appears below:

Aaronson, May National Institute of Mental Health	"Home-Type Activities in Day Care Centers"

Banks, Lucille L. Catholic University	"How a Caregiver Can Facilitate Task Persistence"
	"How a Caregiver Can Enhance Physical Development"
	"How a Caregiver Presents Numbers"
Brown, Palmoneada Appalachia Educational Laboratory, Inc.	"How to Visit a Mother in the Home"
Cage, Bob and Stevens Hoffman University of Florida	"How the Paraprofessional Plans an Effective Field Trip for Children"
	"Encouraging Good Sleeping Routines"
	"What Paraprofessionals Need to Know about Games for Very Young Children"
	"Grouping Children in the Center"
	"Senior Citizens' Participation in Day Care Centers"
	"What Day Care Children Can Learn from Other Children Visiting the Center"
Coffman, Alice School District of University City, Missouri	"Increasing Self-Awareness"
Davidson, Lillie Catholic University	"How to Take a Neighborhood Walk with Young Children"
	"How to Introduce a Clock and Calendar to Young Children"
	"How to Make the Transition from Home to the Caregiving Center an Easy One for the Child"

Foster, Florence Bank Street College of Education	"Planning a Food Program for a Day Care Center"
	"How to Plan a Field Trip"
	"How to Follow Up on a Field Trip"
Garber, Malcolm University of Florida	"How Paraprofessional Attitudes Influence the Child"
	"How Paraprofessionals Can Use Home Visits to Help Them Understand the Children in Their Care"
	"What are Behavioral Objectives and How Can They be Used by Paraprofessionals?"
	"How to Deal with Children's Tantrums"
	"How Paraprofessionals Can Use Services of Different Types of Consultants"
	"How Paraprofessionals Can Utilize Parent Participation in the Day Care Center"
Goldman, Richard and David Champagne University of Pittsburgh	"Helping Parents Ask Questions to Find Out about the Day Care Center"
	"Your Words and Their Effects on Parents - Sensitivity to Language"
	"Designing Your Role in the Day Care Classroom"
Guinagh, Barry University of Florida	"How Can Adults Deal Effectively with Children's Fears?"
	"How Can Adults Encourage Sharing of Equipment?"
	"How Can Adults Help Young Children Develop Feelings of Adequacy?"
	"How Can Adults Improve Their Skills in Talking to Young Children?"

Guinagh, Barry (continued)	"What Kind of Adult Participation Is Most Effective in Children's Play?"
	"How Can Adults Make the Most of Situations to Develop Skills in Children?"
Henderson, Ronald University of Arizona	"Children Learn by Observing"
	"Home Learning Environments: Suggestions for Parent Conferences"
Hodges, Walter Georgia State University	"Story Time"
	"Handling Misbehavior"
	"Listening to and Talking with Children"
	"The First Week of School"
Lally, Ronald Syracuse University	"Some Ways Caregivers Can Help Children Learn through the Senses of Touch, Taste, and Smell"
Meier, John University of Colorado	"Early Identification of Development Disabilities"
Miller, George L. Appalachia Educational Laboratory, Inc.	"How Can You Help Children Develop Self-Responsibility?"
	"How Can You Use Seductive Props?"
Palmer, Francis H. State University of New York at Stony Brook	"One to One"
	"Teaching Motion Concepts"
	"Evaluation: What It Is and Why It Is Important"
	"Teaching Concepts Related to Surfaces and States"
Robison, Helen City University of New York	"Adult Participation in Children's Play"
	"Encouraging Children to Talk"

Robison, Helen (continued)	"The Paraprofessional Is a Member of the Teaching Team"
Schwartz, Sydney City University of New York	"Adjusting the Child to Day Care"
	"Building a Child's Self-Confidence"
	"Routines for Early Childhood Classrooms"
Semonche, Barbara University of North Carolina	"Some Enrichment Activities for Encouraging High Level Language Skills in Young Children"
	"How Caregivers Can Help Non-fluent Speech from Becoming Stuttering"
	"How to Observe Children's Growth in Speech and Language"
Shaw, Jean George Peabody College	"Integrating Volunteers into the Day Care Program (A Pocket of Praise)"
	"Everybody's Beautiful in His Own Way"
	"Let's Find the Music"
	"Every Day Is Moving Day - Physical Motor Activities"
Snider, Marie Appalachia Educational Laboratory, Inc.	"How to Use Home Materials in Language Development"
Sparling, Joseph and Marilyn Sparling University of North Carolina	"Art and Young Children: The Scribbler"
	"Art Supplies: What Shall I Buy?"
Spaulding, Robert and Rebecca Hines San Jose State College	"How to Work as a Volunteer in a Preschool"
	"Snacks: Delicious! Nutritious! Delightful!"
	"What's There to Know about Block Play?"

Spaulding, Robert and Rebecca Hines (continued)	"Helping Children Learn to Share"
	"How to Help Preschool Children Rest"
	"Using Volunteers in the Preschool"
Woolman, Myron Micro-Social Learning Program	"Words Speak Louder Than Actions"
	"Overcoming Learning Barriers"
	"Getting the Child to Learn."

(2) William C. Sheppard, Steven B. Shank, and Darla Wilson wrote a manual, How to Be A Good Teacher, designed to meet a special need - namely, helping teachers to understand the principles of learning and the modification of behavior. It can be broken down as follows:

Contents

How to Teach (Accelerating and Decelerating Consequences; Shaping; Cues and Modeling; Consistency)

What to Teach (Need for Objectives; Defining Objectives)

How to Evaluate Teaching (Observing Behavior, Measuring Rate of Behavior; Determining Direction by Graphing Behavior)

Common Pitfalls in Teaching (Lack of Objectives; Misuse of Consequency, Shaping, Cues, and Modeling; Lack of Evaluation)

Being a Good Teacher (Pretesting; Defining Objectives; Designing and Carrying Out a Teaching Program; Evaluating Continuously; Modifying Instruction).

(3) Merle Karnes prepared a monograph on how to implement, within the context of a preschool day care setting, her Ameliorative Curriculum (see a later listing for a full de-

scription of her program). Called General Directions for Implementing the Ameliorative Program, it can be broken down as follows:

Contents

Goals, Characteristics, and Implementation of the Ameliorative Curriculum

Focus of Behavioral Objectives

Individualization of the Curriculum

The Teacher's Role in Assessing Psycholinguistic Defects

Scheduling Daily Activities

Grouping of Children

A Sample Day.

(3) Shari Nedler produced the following three monographs designed to help train day care operators and early childhood educators:

Behavioral Objectives: Instructor's Manual

Contents

Behavioral Objectives in the Classroom (Filmstrip Script)

Behavioral Objectives in Instructional Perspective

Operationally-Stated Learning Objectives for Young Children.

Creating a Learning Environment

Contents

Classroom Areas and Their Arrangement

Housekeeping

Schedule for Cleaning

Classroom Equipment

Checklist for Teaching.

Teacher Expectations

Contents

Self-Fulfilling Prophecy - A Definition (Model; Practice Examples; Answers; Formation of Expectancies)

Communication of Self-Fulfilling Prophecies (Assumptions about the Teachers; Essential Teaching Attitudes and Expectations).

d. Family Day Care

(1) Esther Cole served as editor and coordinator of The New York City Family Day Care Careers Program Manual. The manual recounts not only what happened to this New York City program, but how it happened. In so doing, it covers the following topics:

Contents

History

Administrative Structure and Funding

Work of the Policy Advisory Committee

Homefinding, Licensing, and Supervision

Job Development and Training (for Career Mothers)

Health and Education

Evaluation and Research.

2. Day Care Programs and Curricula (Infancy; Preschool; School Age)

Subcontracts were awarded to program developers who, in the judgment of the Advisory Committee, had developed effective program/curriculum models even though their materials were not yet ready for national distribution. The explicit purpose of the subcontracts was to make these resources available more quickly to everyone who could use them. In the typical case, many years and large sums of money had already gone into the development of such material; however, with the impetus of a project subcontract, the developer was enabled to "write up" a detailed description of his program/curriculum for almost immediate use.

A qualifying statement should be made here. The rationale for the awarding of subcontracts was not that the programs involved were necessarily considered to have the best ongoing curricula. Actually, many good programs were available for national distribution when this project was initiated. Rather, the purpose was to bring apparently effective programs that were in an ongoing stage to quick fruition. This may also help to explain why other programs of equal merit were not chosen for subcontracting. Simply stated, they were not yet in a state to be "written up" in final form at the time when project subcontracts were awarded.

a. Infancy

(1) Earl S. Schaefer and Father Paul H. Furfey received the necessary support to operationalize their program for infancy. Their Infant Curriculum: Ages One to Three includes the following topics:

Contents

Curriculum Items

Curriculum Activities

Book Essay

Arts and Crafts

Motor Skills

Matching and Sorting

Music, Rhythm, and Rhyme

Puzzle Essay

Games and Dramatic Play

Trips.

(2) In A Day Care Instructor's Manual and Preschool Training Curriculum, Francis H. Palmer developed a comprehensive curriculum for two- and three-year-old children. It included the following material:

Contents

Background and Purpose

The Developing Child

Educational Assumptions and Objectives

Instructions for Mothers and Teachers

Basic Concepts and Concept Categories

Concept Application and Problem Solving

Scenes and Situations

Lesson Plans and Progress Charts

The Two-Year-Old

Size

Position

Touch

Motion

Surfaces and States

Sound

Quantities

Color

Form

Classification.

b. Preschool

(1) Barbara Biber, Edna Shapiro, David Wickens and Elizabeth Gilkeson have described one aspect of the Bank Street approach to early education in a monograph entitled Promoting Cognitive Growth from a Developmental-Interaction Point of View. The monograph includes the following:

Contents

Values

Component Goals of the Program

Attitudes toward Learning in Early Childhood

Guidelines for the Development of Cognitive Proficiency

The Classroom: Materials, and Schedule

Analysis of Elements in the Learning Environment

Analysis of Teaching Techniques

Evaluation.

(2) Robert P. Boger provided two publications on child development and education - the first dealing with classification, the second with socialization.

The Adaptation of Classification and Attention Training Lessons for Day Care Programming.

Contents

Suggestions for Teachers

List of Materials

Exploration Unit - 8 Sessions (Wooden Cubes; Building Blocks; Pegboards; Parquetry Blocks; Matching Games; Felt Boards; Family Story Set; Wooden Beads)

Attention Unit - 13 Sessions (Plastic Fruit; Jungle Animals; Pegboards; Playskool Blocks; Shape Discs; Parquetry Blocks; Felt Boards; Farm Animals; Puzzle Lotto; Wooden Beads; Bingo Board; Matching Games; Zoo Lotto)

Classification Unit - 19 Sessions (Pegboards; Felt Boards and Shapes; Plastic Fruit and Toy Cars; Parquetry Blocks; Wooden Cubes; Judy Family Set; Shape Discs; Clothing Items; Toys and Zoo Animals; Preschool Puzzles; Beads, Color Cards and Shape Cards; Farm and Jungle Animals; Zoo Lotto; Animal, Bird, Fish Card Game; A Shopping Trip; Memory Card Game; Tools; Vehicles; Combination of Objects and Shapes for Review).

The Adaptation of Socialization Inputs for Day Care Programming. Parts I and II.

Part I - Child Care Teacher's Manual

Contents

Definition of Terms (Self-Esteem; Interaction; Self-Control; Cooperation; Behavior; Reinforcement)

General Objectives or Goals (nine, in all)

The Role of the Teacher

Arrangement of the Lessons

Materials

The Importance of Praise.

Part II - Socialization Lessons

Contents

Section I

Group Activities (Four Lessons)

Dyadic Activities (Twelve Lessons)

Dramatic Activities (Nine Lessons)

Section II

Group Activities (Twelve Lessons)

Dyadic Activities (Fourteen Lessons)

Dramatic Activities (Seven Lessons).

(3) In a monograph entitled The Use of the Black Experience by the Day Care Center: Enhancing Individual and Family Functioning, Manuel L. Jackson described how the "black experience" can be used productively by a day care center with respect to the child as well as to his parents.

Contents

Theoretical Basis: Black Identity

Contemporary Trends in Black Identity

Practical Application

Kitchens of the World

Growth and Mastery Through Photography

Music-Arts Program

Family Program.

(4) Merle B. Karnes completed a phenomenal amount of work in only three months' time. Her products describe all facets of the Ameliorative Curriculum developed at the University of Illinois in Champaign. These publications which cover the fields of art, cognitive (Guilford) activities, language, mathematics, music directed play, science, and social studies may be outlined as follows:

The Ameliorative Curriculum: Art

Contents

The Developmental Stages of Children's Art

Goals of the Art Curriculum

The Teacher's Role

Assessment Techniques

Teacher Tips

Drawing Media

Painting Media

Fingerpainting

Modeling Media

Paste, Scissors, and Collages

Making Gifts

Appendix: Basic Supplies and Recipes.

The Ameliorative Curriculum: Directed Play

Contents

Carpentry and Woodworking Unit

Construction Unit

Cooking Unit

Special Excursion Unit

State Setting Activity Unit

Water and Sand Play Unit.

The Ameliorative Curriculum: Guilford Activities. Vols. I and II.

Vol. I - Contents

Model of the Structure of the Intellect

Cognition of Figural, Symbolic, Semantic, and Behavior Content

Memory for Figural, Symbolic, and Semantic Content

Convergent Production of Figural, Symbolic, Semantic, and Behavioral Content

Divergent Production of Figural, Symbolic, and Semantic Content

Evaluation of Figural, Symbolic, Semantic, and Behavioral Content.

Vol. II - Contents

Convergent Productive Thinking (Sample Lessons and Tasks)

Divergent Productive Thinking (Sample Lessons and Tasks)

Evaluative Thinking (Sample Lessons and Tasks).

The Ameliorative Curriculum: Language Processing. Vols. I, II, III and IV.

Vol. I - Contents

Auditory Reception

Visual Reception

Verbal Expression

Manual Expression

Auditory Association

Visual Association

Grammatical Closure

Auditory Vocal Sequential

Visual Closure

Auditory Closure

Sound Blending

Games and Materials.

Vol. II - Contents

Manual Expression (Sample Lessons and Tasks)

Auditory Association (Sample Lessons and Tasks)

Visual Association (Sample Lessons and Tasks).

Vol. III - Contents

Grammatical Closure (Sample Lessons and Tasks)

Auditory Sequential Memory (Sample Lessons and Tasks)

Visual Sequential Memory (Sample Lessons and Tasks)

Visual Closure (Sample Lessons and Tasks).

Vol. IV - Contents

Auditory Closure (Sample Lessons and Tasks)

Games and Materials (Sample Lessons and Tasks).

The Ameliorative Curriculum: Mathematical Concepts

Contents

Geometric Figures

Sets and One-to-One Matching

Ordering and Dimensional

Whole Numbers (Zero through Five)

Rational Counting.

The Ameliorative Curriculum: Music and Movement for Young Children

Contents

Music (Lessons and Activities)

Movement (Exploring Body Parts; Exploring Movement; Exploring Space - Lessons and Activities)

Assessment Sheet

List of Instruments

Appendix A: Songs

Appendix B: Charts

Appendix C: Fingerplays.

The Ameliorative Curriculum: Science. Vols. I and II.

Vol. I - Contents

The Senses

Air

Water

Sound

Light

Living and Non-Living Things

Plants and Plant Growth

Fruits and Vegetables

Nutrition, Health, and Safety

Farm Animals

Zoo Animals

Weather and Seasons

Birds

Insects

Magnetism.

Vol. II - Contents

Nutrition, Health, and Safety (Sample Lessons and Tasks)

Farm Animals (Sample Lessons and Tasks)

Zoo Animals (Sample Lessons and Tasks)

Birds (Sample Lessons and Tasks)

Insects (Sample Lessons and Tasks)

Cumulative Review (Sample Lessons and Tasks).

The Ameliorative Curriculum: Social Studies

Contents

Overall Goals

Self-Concept

Body Parts

Function of Body Parts

Clothing

Emotions

Attitudes of Behavior

The Family

Pets

Communication

Community Workers

Transportation

Buildings

The City

Color.

(5) In a publication entitled The Mother-Child Program, Phyllis Levenstein modified her parent involvement program so it would be better suited for use in day care.

Contents

Non-Professionals as Toy Demonstrators

Toy Demonstrator's General Job

Toy Demonstrator's Role in Sparking Verbal Interaction

Guide Sheets to Verbal Interaction Techniques

A Sample Home Session.

(6) Shari Nedler described the Southwest Educational Development Laboratory's curriculum in a volume entitled All About the Early Childhood Program.

Contents

Two and After (Filmstrip Script)

Context Analysis

The Instructional Model

Prototype Design

Integration of Activities

Pilot Test

Study Guide: Compensatory Programming for Early Childhood Education.

(7) Glen P. Nimnicht and his colleagues at the Far West Laboratory for Educational Research and Development - Edna Brown, Stan Johnson, and Bertha Addison - presented a program for parent involvement in a publication entitled The Parent/Child Toy-Lending Library. Its contents were divided into the following three sections, and included, in addition, a large sampling of games, toys, and equipment. (Twenty color filmstrips and audiotapes were likewise prepared which implement the above materials.)

Contents

How to Play Learning Games with a Preschool Child (for the parent)

How to Operate a Parent/Child Training Course (for the course leader)

How to Operate a Toy Library (for the leader after the course).

(8) Herbert A. Sprigle received project support that enabled him to extend his Learning to Learn Program downward so as to meet the needs of younger children. His publication was entitled Discovering How to Learn and can be broken down as follows:

Contents

Identification of Colors (Red; Green; Yellow; Blue; Orange; Black; White; Brown; Purple)

Regular Activities (Working with Two Colors at a Time)

Regular Activities (Working with Three Colors at a Time)

Regular Activities (Designed for a Group of Eight Children)

Related Activities (Designed Especially for Slow Groups).

c. School Age

The two publications listed below are going to be published by the Office of Child Development as part of the Child Development Handbook: School Age. They are:

(1) Van der Does, William. Proposal for Work-Oriented Program for School Age Children.

Contents

Program Details

Curriculum Details

Specific Activities (Arts; Crafts; Cooking; Sewing; Music; Rhythms and Dancing; Dramatics and Story-Telling; Games; Sports; Trips; Special Interests and Hobbies).

(2) Zavitkovsky, Docia C. A School Age Day Care Activity Program for Five- to Ten-Year-Old Children.

Contents

Program Details (Historical Background; Santa Monica Children's Center)

Curriculum Details

Specific Activities (Language and Literature; Dramatic Play; Table Games; Construction Activities; Sewing, Knitting and Weaving; Puppetry; Work with Wood; Shopping, Cooking, Baking, Music, Sciences; Trips)

Things to Talk About

Things to Do.

3. Resource Materials (Audio-Visual; Reviews; Texts; Promotional; Special)

a. Audio-Visual

(1) Ira J. Gordon produced four videotape prototypes of training operations which demonstrate ways to teach a paraprofessional to train surrogate mothers using presently-existing curricula. Entitled Infant Education in a Family Day Care Home: Some Prototypes, the tapes include:

Dialogue - for three-month olds

Man in Space - 12 months and up

Reading Readiness - 15 months and up

One-Piece Jigsaw Puzzle - 24 months and up.

(2) Frank S. Joseph and Robert Clayton developed for audio-visual presentation three series of tape cassettes with accompanying scripts on health care in a day care setting. (Running Time: approximately 20 minutes each.) They are:

Health Care in Day Care: The Six-Month to Three-Year-Old

Health Care in Day Care: The Three- to Six-Year-Old

Health Care in Day Care: The Six- to Thirteen-Year-Old.

(3) Shari Nedler produced three filmstrips with accompanying audio tapes which were designed to implement her early childhood program. They are:

Behavioral Objectives - Early Childhood (Running Time: 9 minutes)

Environment for Learning (Running Time: 15 minutes)

Two and After (Running Time: 20 minutes).

(4) Research for Better Schools, Inc. developed a slide and tape presentation entitled Child Care Outlook for the Seventies, which presents an overview of future day care needs in this country and some of the avenues open to program developers and operators for meeting these needs.

(5) As part of her school age program for five- to ten-year-old children, Docia Zavitkovsky prepared a series of close to 200 slides for audio-visual presentation. These show in pictorial form some of the highlights of her program's operation.

b. Reviews

(1) Bettye M. Caldwell produced a monograph which reviews on a nationwide basis current standards for day care. Entitled Day Care Standards: A National Survey, it takes the

following general form:

Contents

Group Care of Preschoolers (Licensing; Administration; Records; Health; Physical Facilities; Equipment; Personnel Requirements for Director and Teachers; Admissions; Teacher-Child Ratio; Nutrition; Program; Transportation; Fire and Safety)

Group Care for Infants (Licensing; Administration; Physical Facilities; Equipment; Staff; Direct Child Care; Nutrition; Health)

Family Day Care Homes (Licensing; Administrators and Records; Health; Physical Facilities; Equipment; The Day Care Family; Direct Child Care; Nutrition).

(2) In Infant Day Care Programs, Marshall M. Haith reviewed and critiqued all of the infant day care programs currently in operation. His publication served as background work for the Infant Committee of the Airlie Summer Workshop, and can be summarized as follows:

Contents

Ongoing Programs (Project Knowhow; Demonstration Program in Infant Care and Education; Demonstration Project in Group Care of Infants; The Frank Porter Graham Child Development Center; The Children's Center)

Proposed Programs (Facilitation of Psychological Development during Infancy; Universal Education Corporation; Yale Child Study Center)

Intervention Programs (Parent Education Program; Research and Development Program on Preschool Disadvantaged Children; The Verbal Interaction Project; Ypsilanti-Carnegie Infant Education Project)

Parent and Child Centers (The Hough Parent and Child Center; Breckenridge-Grayson Counties)

Day Care Outside of the United States

Programs for Handicapped Children

Some Special Issues

Critique and Observations

Appendix A: Developmental Schedules

Appendix B: Curriculum Materials

Appendix C: Test and Evaluation Materials

Appendix D: Inventories for Detecting Developmental Deviance

Appendix E: Staff Training

Appendix F: Furnishing, Toy, Book, Song, and Materials

Appendix G: Evaluating Educational Materials.

(3) Jennifer Howse surveyed how mobile facilities can be used in preschool instruction. The basic purpose of her publication, Preschool Instruction in Mobile Facilities: Description and Analysis, was to suggest the means for delivering day care to isolated rural children. Her work includes the following material:

Contents

Mobile Preschool Instruction Programs (Appalachia Early Childhood Education Program; Readimobile Project; Migrant Early Learning Program)

Mobile Preschool Training Programs

Related Programs

Summary and Conclusions

Appendix A: List of Mobile Project Contacts

Appendix B: Manufacturers of Mobile Units.

(4) Robert E. LaCrosse, Jr. wrote a monograph to provide HEW/OCD with a frame of reference on day care. Entitled Day Care: Effects and Affects, his report focused on program accountability and cost/benefit factors and can be summarized as follows:

Contents

Family Day Care

Part-Day Nursery School

Half-Day Head Start

Day Care Center (Full Day)

Public - Head Start Day Care

Private - Non-Profit Centers

The Church-Sponsored Day Nursery

The Proprietary or Commercial Day Nursery

Factors Which Increase the Cost of Care (Adult-Child Ratio; Education of Staff; Zoning Requirements)

Operating Cost of Day Care for a Full-Day in a Family Day Care Situation

Operating Cost of Day Care for a Full-Day in a Center

Operating Cost of Day Care Before and After School; Vacation Care

Day Care Programs with Measure Effectiveness

Howard Pre-School Project

Group Care of Infants

Frank Porter Graham Center

Alternatives to Day Care

Summary and Recommendations.

(5) Ronald K. Parker and Jane Knitzer prepared a comprehensive publication for the White House Conference on Children. Entitled Day Care and Preschool Services: Trends in the Nineteen-Sixties and Issues for the Nineteen-Seventies, it focused on the following subjects:

Contents

An Assessment: Past and Current Practice (Rationale for an Early Childhood Focus; Child Care Arrangements; Day Care and Preschool Capacity; Enrollment Patterns: Caste and Class; Quality of Existing Programs and Models; The Role of the U.S. Government)

Planning for the Seventies: Issues and Options (Child Care Services: For Whom?) Financing Child Care Service; The Question of Auspices; The Challenge of Quality; Coordination and Linkage)

Summary and Conclusions: Agenda for the Seventies.

c. Texts

(1) Bettye M. Caldwell received partial project support for the preparation of two texts on Child Care. They are respectively:

Educational Day Care for Infants and Young Children

Contents

Day Care as a Social Institution (Evolution of the Current Concept of Day Care; Supportive Environments; Implications for Day Care Programs)

Organizing and Operating a Day Care Program (Starting a Day Care Program; Introducing Children and Families to the Program)

The Educational Program (Conceptual Framework for Educational Day Care; Babies and Toddlers; Twos and Threes; Fours and Fives; Individual Tutoring in a Group Setting; Organizing for the Long Day; Group Management)

Strengthening and Supporting the Child Care Activities (Family Services; Selection and Training of Staff; Behavior Problems and Family Difficulties; Health and Nutrition; Community Coordination of Child and Family Services; Evaluations)

Day Care as an Instrument of Social Policy (Implications of Day Care for Child Development and Family Functioning)

Appendix A: Basic Equipment for Operating Day Care Program

Appendix B: References on Books, Records, and Film.

Readings on Day Care

Contents

History of Day Care

Varieties of Day Care (Group vs. Family Day Care)

Standards for Day Care in Different States

The Physical Plan Needed for Day Care

Health and Nutrition

Social Services

Day Care Abroad

Selection and Training of Staff

Use of Parents and Other Volunteers

Coordination of Day Care with Other Community Services.

(2) Stanley Coopersmith compiled and edited a collection of articles that were written especially for this project. Entitled The Affective Component in Early Education: Developing Motivation in Young Children, the publication can be broken down as follows:

Contents

Chapter 1 - Applied Motivation in Education and Early Development. Stanley Coopersmith

Chapter 2 - Free Social Play: A Guide to Directed Play. Rifka Eiferman

Chapter 3 - Teaching Self-Control and Self-Expression Via Play. Ronald E. Feldman

Chapter 4 - Developing Self-Esteem in the Classroom. Stanley Coopersmith

Chapter 5 - Serving Intrinsic Motivation in Early Education. Robert Samples

Chapter 6 - Process Education and the Needs of Young Children. Terry Bolton and Bonita Burgess

Chapter 7 - Personality Profiles of Disadvantaged Youth. Arthur Pearl

Chapter 8 - Developing Motivation to Achieve. Al Alschuler

Chapter 9 - Selected Techniques in Affective Education to Promote Involvement and Motivation. Robin Montz

Chapter 10 - Promoting Educational Competence and Mental Health in the Classroom. Eli Bower

Chapter 11 - In Support of Creativity. Joyce H. Sonntag

Appendix A: Annotated Bibliography of Relevant Books. Ronald E. Feldman and Stanley Coopersmith

Appendix B: Bibliography of References and Materials in Affective Education. Ronald E. Feldman and Stanley Coopersmith.

d. Promotional

Two resources were prepared to promote an interest in school age day care. They are:

(1) Berman, Jean. The Case for School Age Day Care.

Contents

In Defense of Parents

Today's Parents

Today's Children

Today's Communities

Alternatives for Parents

Alternatives for Children

Alternatives for Communities

What Has Been Done

What Might Be Done

Appendix A: Sources of Information - Organizations

Appendix B: Sources of Information - Publications.

(2) Oliver, Edna. Day Care for School Age Children.

Contents

Plan I: An Urban Natural Area With Day Care

Plan II: An Urban National Area Without Day Care

Plan III: A Small Town

Plan IV: A Rural Community.

e. Special

(1) Shari Nedler produced a monograph designed to enhance and extend the teaching and classroom management skills of the teachers of young children. Entitled Measuring Teacher Expectations, it can be summarized as follows:

Contents

Sample Lessons (Nine, in all)

Rating Scale (Introducing the Lesson; Task Presentation Variables; Ending the Lesson; Monitoring Attention; Questioning the Children; Teacher Reaction to Acceptable and Unacceptable Responses; Reaction When Child Makes No Response).

V - RECOMMENDATIONS

The recommendations resulting from this project fall into two categories: operational recommendations and action recommendations.

A. Operational Recommendations

The recommendations that follow emanate from whatever we have learned while operating this project. The positive as well as the negative experiences of this past year should provide some helpful guidelines in cases where others might undertake a similar effort in the future.

First, what positive information can be obtained from an evaluation of our experiences? For the sake of clarity and emphasis, this information will be treated under four separate headings.

1. Budget

Had we not had an adequate budget, all of the project objectives could not have been attained. Simply stated, the existence of such a budget meant that, if a particular undertaking failed to produce the desired terminal product, enough funds were available to mount a second effort at attaining the objective.

2. Managerial Talent

To be able to complete satisfactorily in less than a year's time a project involving over 65 separate products and employing over 200 national consultants, as well as to handle the many logistic problems that large group meetings entail, clearly requires managerial talent of the highest caliber. Many of the products

would never have been completed on schedule (or at all) if both Research for Better Schools, Inc. and the New York Office had not had the capabilities of top-level management. Tremendous effort was exerted to coordinate the interrelated tasks and to carry them through in the most efficient manner possible.

3. Multidisciplinary Approach

One of the major strengths of the project was its utilization of talent stemming from a variety of disciplines and backgrounds. Academicians, practioners, and parents representing various ethnic and racial groups were intimately involved in the creation of the child development and training handbooks and the "Statement of Principles." Perhaps equally important and unusual was the fact that professionals of different theoretical orientations, (e.g., Piagetians, Psychoanalysts, and Skinnerians) and having different affiliations (e.g., psychology, psychiatry, pediatrics, education, social work, and health) cooperated on a project of national scope.

4. Integrated Effort

The benefits of having project components interrelated so as to form an integrated whole are obvious. Specifically, the project provided resources for day care at all developmental levels - infancy, preschool, and school age - and in all component areas of programming - training, administration, child development and education, parent involvement, and health. Additional resources, which were intended to be used in conjunction with the handbooks, grew out of the subcontracts awarded by the project.[3]

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[3] All project subcontracts took the form of "performance contracts." In effect, what this meant was that the granting of a contract was contingent upon an agreement with the subcontractor on the nature and contents of the product, as well as on a date for delivery.

Second, what negative information can be obtained by evaluating our experiences, and how can others profit from our mistakes? In attempting to answer this question, we shall focus on three basic considerations.

1. Timetable

One major problem was that the timetable for project activities was totally unrealistic (originally, all of the products were supposed to be completed in six months). Why? Two answers can be given. First, the Project Director operated on the assumption that the summer Workshop could produce near-final drafts of four handbooks (Infancy, Preschool, School Age, and Training) during the meeting at Airlie House. This proved, however, to be a fallacious assumption. Each of the handbooks required time-consuming revisions, ranging from editorial improvements in the case of the Infancy Handbook to writing of four-fifths of the Preschool Handbook. Second, the Office of Child Development originally imposed these tight deadlines on the assumption (likewise fallacious) that the Family Assistance Plan which was then pending in Congress would pass momentarily, thus necessitating almost immediate delivery of the project products.

In practical terms, this unrealistic timetable had serious negative implications. During the preworkshop activities, for example, the selection of participants was necessarily rushed, with the result that the eventual composition of the Workshop became a target for criticism. Additionally, not enough time was available for all of the participants to complete their preworkshop assignments. Still other problems emerged during the running of the Workshop when the tight timetable created tension and pressure

among the participants because of the need to "finish the product." One of the negative consequences was that this need was interpreted by some as representing a misplaced set of values on the part of the Workshop leadership.

Project subcontractors were under a similar time squeeze, and were forced in many cases to complete huge amounts of work in too short a period. Some inevitable tension also resulted when a few individuals found themselves unable to meet agreed-upon deadlines.

Even at the risk of stating the obvious, it should be noted that the project faced difficulties such as these seven days a week for close to a year.

2. Leadership

In retrospect, it is clear that the summer Workshop Committee Chairmen should have been appointed rather than elected. Such a step would have ensured strong and concerted leadership at all levels - a situation, unfortunately, which was not the case in one instance. Additionally, rather than their serving as part-time consultants, they should have been employed as regular staff members of the project to ensure completion of the individual handbooks.

3. Workshop Concept

Again in retrospect, it was unrealistic to schedule only one Workshop in which to produce not only a statement of principles, but four handbooks as well. Admittedly, pressures of time left us no other alternative; nonetheless, it would be foolish to deny

that as a consequence a certain price was paid and mistakes made. For example:

a. Too many products were placed under production at one time;

b. An adequate time framework was not provided to produce the materials - particularly the handbooks which were of considerable scope and length; and

c. Too many of the participants were unable to conform, as it was hoped they would, to the planned work agenda.

Had it been possible, it would have been far better to convene a series of workshops on each of the major handbooks than to try to write them all at one sitting, so to speak. The original rationale was that the benefits accruing from working on the four products at the same time (e.g., cross-fertilization) would outweigh the liabilities. Given the tremendous time pressures, however, little opportunity existed at the Workshop for such cross-fertilization, and the continuity across products had to be subsequently supplied by the central staff.

The planned work agenda called for the production of a statement of principles and four handbooks according to certain specifications. Two sets of events upset this plan: First, many of the participants representing parent and minority concerns felt that the agenda did not adequately reflect many of their concerns; thus a great deal of time was devoted to identifying and incorporating these concerns into the agenda and final products. Second, the preworkshop sessions failed to produce in some of the committees a consensus on what their terminal product ought to be. Consequently, valuable time was lost in dealing with questions that should have been resolved earlier.

For ten days the majority of the participants worked around-the-clock to produce the target products. Despite this all-out effort and commitment, it was impossible for them to meet all of the project objectives for the reasons just outlined.

Summary

It might be useful, in closing out this section, to summarize succinctly our operational recommendations. They are ten in number:

1. Budget adequately
2. Develop a comprehensive master plan
3. Manage the components carefully
4. Have a multidisciplinary approach
5. Integrate the components into a whole
6. Plan realistic timetables
7. Appoint strong leadership
8. Hold small workshops having one focus
9. Staff centrally to provide the workshops with the necessary human resources, and
10. Use performance contracts with all consultants.

B. Action Recommendations

Before concluding this report, it is important to discuss in some detail a number of action recommendations that should be given high priority by the Federal Government in its ventures into the field of child development and day care. These recommendations apply to three interrelated areas of need: Programs and Components; Training and Delivery Systems, and a National Institute of Child Development.

1. Programs and Components

After an in-depth survey of current practices in day care, the project leaders identified two key areas where developmental efforts should take place as soon as possible. First, high quality school age day care programs are almost non-existent in this country. Funds should therefore be supplied to create a fresh approach to this particular area of day care which goes well beyond the custodial or recreational thrust usually associated with such efforts. Second, the Minority/Parent Committee sensitized the Workshop to the need for, and importance of, ethnic components as an integral part of day care programs. The development of these components offers the surest guarantee that minority children will come to feel a greater sense of pride in their cultural heritage and ethnic background. Although this need exists among all ethnic and racial groups, it is particularly acute in the case of Black, Chicano, Puerto Rican, and American Indian children. Programs offering bilingual and multi-cultural components help not only the minority child but also children from the dominant culture to understand, appreciate, and accept cultural and ethnic differences.

2. Training and Delivery Systems

While the Parker-Dittmann Training Handbook offers a conceptual overview of training areas, practical resources are still needed to provide pre- and in-service training to day care professionals. The materials edited by Ronald K. Parker in the series entitled Day Care Staff Development and Training Program represent a step in the right direction, but they need to be expanded upon. This can be done by the inclusion of more topics, additional media, and individual micro-teaching and role-playing units.

Also of importance is the fact that appropriate resources have not been developed which can deliver day care services to the consumer on a broad scale. Most of the work in this field has focused on the question of how to operate an individual center. Plans must be instituted to design, install, and maintain day care systems so that children of all ages can be serviced, be they of urban or rural origin. In setting up such total delivery systems, operators must address themselves to the following considerations: site selection; construction or renovation; management; quality control through the monitoring of all program components; accountability to suppliers of funds and/or recipients of services, etc.

3. A National Institute of Child Development

In our view, a National Institute of Child Development needs to be established for the purpose of providing a national structure for interdisciplinary projects in child development. This Institute, which should operate as a non-profit corporation outside the Federal Government, could quickly mobilize talent from all parts of the country to meet a variety of national, state, and city needs.

The success of our project has demonstrated the value there can be in breaking down traditional institutional and agency barriers in order to get a job done. This is probably even more the case if the job happens to be, as ours was, complex and wide-ranging. Three current needs can be cited by way of illustrating the kinds of projects that such an institute might undertake.

First, an interdisciplinary effort needs to be made to provide every mother, every day care worker, and every nursery

school teacher with an understanding of all facets of infant and early childhood development. This can be done effectively through the medium of television. Sesame Street has already pointed the way by its success in capturing a large audience of children. Using similar techniques, as large (if not larger) an audience of mothers, day care workers, and other concerned individuals can be given the training they need in making the home a more meaningful educational environment for young children. Operating, as they would on a nationwide basis, the cost of such programs would be minimal and, once developed, could have a tremendous impact on Western culture and the future lives of the young.

Within the organizational framework, the National Institute of Child Development should function similarly to the current Child Development/Day Care Resources Project by having an Advisory Board whose membership would be composed of leading figures in the fields of psychology, education, health, and communications. The initial task of the Board would be to set up a number of interdisciplinary Advisory Committees, comprising expert consultants in all facets of child development, whose role would be to provide guidance in the development of resource materials. Terminal resource products would include TV color films and back-up printed materials in the form of guides. The latter would not only serve as a record of the films' contents but suggest practical ways in which the principles and ideas portrayed might best be applied.

Second, in order to advance our knowledge in applied child development and early education, a project should be undertaken (1) to organize a comprehensive taxonomy of objectives for early education and child development beginning at infancy and continuing

through the age of six, and (2) to organize sets of dependent measures to assess the degree to which the objectives are attained (recommended to the Office of Child Development in November 1970).

The purpose of a comprehensive taxonomy would be to help preschool educators in selecting whatever objectives they might be interested in as a first step toward the organization of a comprehensive education program. Most curricula that are currently available fail to meet local needs and, as a consequence, many of the "curricula" that are adopted by new program operators are either unplanned or poorly organized.

As far as a comprehensive battery of developmental dependent measures is concerned, its usefulness would be that it could enable one to profile a child's developmental levels rather than to be forced to rely on only a single index of development. Additionally, the child's progress could be monitored across time in all areas of development. In short, such a battery of measures would make possible: (1) a standard method of recording child development and behavior, (2) a method of providing program content leads, and (3) a sensitive method of evaluating early education programs.

Third, the National Institute of Child Development could be responsible for the periodic revisions of all the child development and education handbooks produced by this project. The question of revisions is a major consideration in terms of systematically updating the present material to include new information and program models as they become available for national distribution.

Summary

In conclusion, our action recommendations may be summarized as follows:

1. Provide adequate funds for the development of high-quality school age day care programs;
2. Provide the necessary funds for developing materials that deal with the questions of ethnic identity and the cultural heritage of children from minority groups;
3. Appropriate funds to develop training and delivery systems that will deliver vitally-needed day care to thousands of children across the nation; and
4. Appropriate funds to establish a non-governmental National Institute of Child Development that will create a national structure for interdisciplinary projects in (early child education and child development).

APPENDIX A

APPENDIX A

WORKSHOP/HANDBOOK CONTRIBUTORS

Developmental Day Care Workshop

Airlie House, Warrenton, Virginia

Summer 1970

1. A Statement of Principles

Committee - Dr. Urie Bronfenbrenner, Chairman

Dr. Barbara Biber
Mrs. Virginia Burke
Mrs. Marjorie Grosett
Dr. Alfred Kahn
Dr. Julius Richmond
Mr. Jule Sugarman
Dr. Evangeline Ward

2. Child Development and Education Handbook: Infancy

Infant Committee - Dr. Dorothy Huntington and Dr. Sally Provence, Co-Chairmen

Mrs. Franc Balzer
Mrs. Dorcas Bowles
Mrs. Virginia Burke
Dr. Bettye Caldwell
Dr. Arthur Emlen
Dr. William Frankenburg
Mr. Tranquilino Gonzales
Dr. Marshall Haith
Mrs. Jessica Harwell
Miss Marion Howard
Mrs. Aqualynne Iron Cloud
Mr. Richard Johnson
Dr. Jerome Kagan
Mrs. Dolores Lambie
Dr. Joseph Lipson
Mrs. Antonia McMurray
Dr. Earl Schaefer
Mr. Charles Super
Mr. Oscar Villarreal
Mrs. Margaret Yarborough

Non-Workshop Reviewers

Dr. T. Berry Brazelton
Dr. Ira Gordon
Dr. Lewis Lipsitt
Dr. Henry Ricciuti
Dr. John Watson

3. Child Development and Education Handbook: Preschool

Preschool Committee - Mr. Thomas Taylor, Chairman

Dr. John R. Dill
Mr. Charles E. Gunnoe
Dr. Susan Gray
Dr. Jenny W. Klein
Mrs. Kate Lafayette
Mrs. Theresa Lansburgh
Dr. Arthur C. Littleton
Mrs. Esther J. Matinez
Mrs. Bernadette C. McTighe
Dr. Glen P. Nimnicht
Miss Celia Ortiz
Dr. Francis H. Palmer
Mrs. DeAnsin Parker
Mr. Elisco Sandoval
Dr. Herbert Sprigle
Miss Sheil M. Sullivan
Mr. Charles Tate
Dr. Margaret Wang
Miss Lois Q. Whitman
Mrs. Lillie Williams

Non-Workshop Reviewers

Dr. Courtney Cazden
Dr. Ronald Henderson
Dr. Robert Hess
Dr. Merle Karnes
Dr. Gerald Lesser
Dr. Boyd McCandless
Dr. Jum Nunnally

4. Child Development Handbook: School Age

School Age Committee - Mr. Malcolm S. Host, Chairman

Mrs. Jean Berman
Mrs. Christine Branch
Dr. Stanley Coopersmith
Mrs. Mary Jane Cronin
Mr. C. Kenneth Johnson
Miss Ferne Kolodner
Mrs. Doris C. Phillips
Mrs. Mabel Pitts

School Age Committee (Continued)

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Mr. Harold Hawkins
Mrs. Jewel Hines
Miss Eleanor Hosley
Mrs. Mildred Reed
Mr. William Van der Does
Mrs. Docia Zavitkovsky

Non-Workshop Reviewers

Miss Lola Emerson
Miss Gertrude Hoffman
Mrs. Rowena Shoemaker
Mr. David Whitney

5. Child Development Handbook: Training

Training Committee - Dr. Laura L. Dittmann, Chairman

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Dr. Robert P. Boger
Mrs. Margaret A. Cassidy
Mr. Luis Diaz DeLeon
Sister Marie Gaffney
Mrs. Marion Green
Mrs. Patricia H. Ho'o
Miss Edna Hughes
Dr. Mary Lee Hurt
Mrs. Clare G. Jerdone
Dr. Margaret Johnston
Dr. J. Ronald Lally
Dr. Irving Lazar
Mrs. Dolly Lynch
Dr. Rebekah Shuey
Mrs. Doris D. Swain

APPENDIX B

APPENDIX B

CHILD DEVELOPMENT/DAY CARE RESOURCES PROJECT

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